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ABSTRACT

Narrative descriptions of activities in 10 areas of Project FAITH (Family Assistance for Infants and Toddlers with Handicaps) and results of the 1977-1978 project year evaluation are presented. Cost figures, strategy activities, significant findings, recommendations, personnel responsible, product development information, and continuation plans are provided for each of the 10 following activity areas: (1) child identification, (2) individual assessment, (3) IEP (individualized educational programs) development, (4) individualized instruction, (5) related services, (6) IEP review, (7) parent involvement, (8) service coordination, (9) resource delivery, and (10) personnel development. Evaluative data are categorized into five sections: pupil identification, educational programing, parental involvement, staff development training, and project evaluation. Among five conclusions drawn was that the project fulfilled all objectives and planned actitivies in a satisfactory manner. Evaluation specification charts, a chart of the distribution of students served (by counties), cost analysis data, product development information, and a dissemination activities report are appended. (PHR)

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PROJECT FAITH
Family Assistance for Infants and Toddlers with Handicaps
August, 1975 - June, 1978

Longview Independent School District
P. O. Box 3268
Longview, Texas 75601

Contact Representative:

Don Mercer
Director of Special Education

Final Report

Compiled by:
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Marilynn Lantrip
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June 30, 1978

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Dr. Earl McCallon, Project Evaluator,
North Texas State University

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Mr. Don Mercer
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WORKSCOPE NARRATIVE DESCRIPTIONS

Project FAITH Final Report
Please note the following corrections and clarifications:

TOTAL FUNDS EXPENDED

page	workscope	first year	second year	third year	total three years	est cost to replicate
1	CHILD IDENTIFICATION	$10,741.67	$12,368.71	$3,929.17	$27,039.55	$9,013.18
3	INDIVIDUAL ASSESSMENT	7,402.62	7,176.83	3,767.19	18,346.64	6,115.55
5	IEP DEVELOPMENT	12,281.40	4,808.90	6,748.62	23,838.92	7,946.30
7*	INDIVIDUALIZED INSTRUCTION	15,963.39	29,727.02	16,591.54	62,282.05	20,760.68
9*	RELATED SERVICES	3,306.15	6,125.36	5,137.55	14,569.06	4,856.35
11*	IEP REVIEW	---	---	4,852.98	4,852.98	4,852.98
12	PARENTAL INVOLVEMENT	1,556.28	9,013.57	12,001.71	22,571.56	7,523.85
15	SERVICE COORDINATION	3,465.52	359.59	3,286.74	7,111.85	2,370.62
19	RESOURCE DELIVERY	10,622.45	7,645.62	5,605.24	23,873.31	7,957.77
21	PERSONNEL DEVELOPMENT	5,814.73	9,247.01	2,637.28	17.699.02	5,899.67

5

Total estimated cost to replicate (for one year) figures are based on total funds expended during the Project FAITH's three years. Project FAITH was a regional program, serving seven counties. Child teaching was home-based, with an average of thirty-five children being served each year.

*Corrections

6

I. CHILD IDENTIFICATION

TOTAL PROJECT FUNDS EXPENDED: $3929.17

TOTAL ESTIMATED COST TO REPLICATE: $9013.18 *

STRATEGY ACTIVITIES:

1. Contact with Region VII Education Service Center Project Child Find was established.
2. Periodic radio and television spots were utilized. Regular newspaper coverage was provided. Slide presentations were made to institutions of higher learning, high school classes, church and civic organizations and others (1977-78-- 15 presentations to at least 457 persons). The Denver Parent Developmental Questionnaire Screening Instrument was introduced to 70 local physicians and day care centers.
3. Eighty-one initial contacts were made to explain the FAITH program, get acquainted with the family, survey the child's environment, obtain parental releases and case history, observe the child, and secure developmental level of functioning.

SIGNIFICANT FINDINGS:

Project Child Find did not report locating any new children for this project.

The medical profession has proven to be the main source of referrals for this infant program; thus these persons should receive personal contact from school personnel to assure thorough knowledge of the program.

A public awareness campaign can be implemented through the established media sources at little or no expense to a public school system.

RECOMMENDATIONS:

In an infant program being implemented as a part of the established special education program, the special education director could feasibly be responsible for the awareness campaign and the supportive staff responsible for initial contacts.

* See page 61.

PERSONNEL RESPONSIBLE:

The two case managers, under the supervision of the director, implemented this strategy.

PRODUCT DEVELOPMENT:

Project FAITH produced a slide-tape presentation and an initial contact form for data collection, as demonstrated in its handbook--Implementing an Educational Program for the Handicapped Infant in the Public School.

CONTINUATION PLANS:

This strategy of the Project FAITH program will be continued by the Longivew Independent School District according to state and local policy to fulfill the needs of the handicapped infant within the Longview school districts.

II. INDIVIDUAL ASSESSMENT

TOTAL PROJECT FUNDS EXPENDED: $3767.19

TOTAL ESTIMATED COST TO REPLICATE: $6115.55

STRATEGY ACTIVITIES:

1. Using the comprehensive developmental evaluation (Alpern-Boll Developmental Profile and Denver Developmental Screening Test) the staff evaluated 71 children.
2. The physical therapist evaluated 68 children with the Gesell Motor Development Test.
3. Medical histories were secured on the 61 children qualifying for the program.
4. Only 8 children had been evaluated by a non-medical professional. Reports were requested and received from East Texas Treatment Center, Gregg County Association for Retarded Citizens, University Affiliated Facility (Dallas), Callier Center for Communication Disorders.
5. Sociological data was collected for 71 children.
6. Developmental Evaluation Summaries including pupil identification data, sociological information, results of developmental testing, and health information were written for the 61 children qualifying for the program.

SIGNIFICANT FINDINGS:

1. In administering the three evaluation instruments, it was necessary to involve the mother in many of the test items. This appeared to be advantageous in that the mother learned from the experience and was better able to comprehend her child's level of functioning and how it was derived.
2. The evaluation instruments employed proved to be appropriate in determining the functional level of the child and could be utilized effectively to develop the Individualized Educational Plan.
3. Only eight children came to Project FAITH with an evaluation and recommendations by non-medical professions, as speech, occupational or physical therapists. Many had received medical evaluations but these are usually problem-oriented with emphasis on the child's weaknesses. Intervention by educational professionals places emphasis on the child's strengths.
4. In working with a child this young the educational diagnostician is limited to determining the functional level and strengths and weaknesses

of the child. The diagnosis of the handicap at this stage should be a medical responsibility.
5. The rapid growth of children this age makes on-going evaluation imperative.
6. Assessment procedures for children 0-2 conform readily to assessment procedures for older children.

RECOMMENDATIONS:

1. Individual assessment could be managed by the LEA's supportive staff.
2. A motor evaluation by a physical therapist is necessary to have a comprehensive functional profile on a child. This service could be contracted through a private resource or through an Educational Service Center.

PERSONNEL RESPONSIBLE:

The two case managers were responsible for all strategy activities excluding the motor evaluation which was done by the consultant physical therapist.

PRODUCT DEVELOPMENT:

Discussion of Project FAITH evaluation procedures are found on pages 34-36 in the handbook. Pages 77-79 provide a bibliography of the instruments employed.

CONTINUATION PLANS:

This strategy of the Project FAITh program will be continued by the Longview Independent School District according to state and local policy to fulfill the needs of the handicapped infant within the Longview school districts.

III. IEP DEVELOPMENT

TOTAL PROJECT FUNDS EXPENDED: $6748.62

TOTAL ESTIMATED COST TO REPLICATE: $7946.30

STRATEGY ACTIVITIES:

1. The Screening Committee reviewed data on 81 children.
2. Eligibility files were collated and maintained for the 61 children who qualified for placement in Project FAITH.
3. Sixty-one ARD meetings for admission purposes were conducted to formalize eligibility and to establish educational goals, strengths and weaknesses, instructional arrangement, staff assignment and related services.

SIGNIFICANT FINDINGS:

1. Parents were strong and willing contributors in planning appropriate educational programs for their children.
2. The established format of the Texas Comprehensive Special Education program is applicable for this population.

RECOMMENDATIONS:

1. Parental involvement in their child's ARD meetings must be maintained because of their active role in implementing the educational program.
2. Eligibility criteria for children aged 0-2 should be based on a significant delay in one or more developmental areas. The criteria listed below were devised by the staff for the purpose of determining eligibility.
   a.) A significant delay in one or more of the developmental areas when compared with the norms of the Alpern-Boll Developmental Profile and the Denver Developmental Screening Test.
   b.) A medical diagnosis of a disabling condition which predicts a future delay in one or more of the developmental areas.
   c.) An early history of conditions that strongly suggest a higher than normal probability of developmental delay (i.e., prematurity, malnutrition, illness, familial disorders).

The significance of the delay must be established using the norms of at least two standardized testing instruments.

PERSONNEL RESPONSIBLE:

The director served as chairman of the Screening and ARD committees. The case managers were responsible for the formalization and implementation of the children's plans.

PRODUCT DEVELOPMENT:

Chapter III, Educational Programming, of the handbook includes information applicable to this order.

CONTINUATION PLANS:

This strategy of the Project FAITH program will be continued by the Longview Independent School District according to state and local policy to fulfill the needs of the handicapped infant within the Longview school districts.

IV. INDIVIDUALIZED INSTRUCTION

TOTAL PROJECT FUNDS EXPENDED: $4852.98

TOTAL ESTIMATED COST TO REPLICATE: $4852.98

STRATEGY ACTIVITIES:

1. Project FAITH provided individualized instruction to 61 children, as based on the goals and objectives set forth in the child's IEP.
2. The Checklist and activities from the Portage Guide to Early Education were utilized for all 61 children, supplemented by the Curriculum Guide: Hearing Impaired Children--Birth Thru 3 and Their Parents, Northcott; Getting Your Baby Ready to Talk, John Tracy Clinic; Boston Center for Blind Children Developmental Teaching Guide: The Developmental Checklist.
3. Two instructional arrangements were provided--home-based and classroom experience. The home-based child training was implemented through parent training activities that were demonstrated either at school or in the home. If the IEP committee determined that classroom placement was more appropriate, then the child attended class from 5 to 17½ hours per week, depending upon committee recommendations.

SIGNIFICANT FINDINGS:

1. Educational arrangement for this age group can be flexible. Parent training appears to be as effective at school as in the home and even can be accomplished in groups when feasible. Flexibility will be dependent on child and family needs and the available resources of the school in fulfilling these needs.
2. Parent training for children under three should not be deleted if the child is enrolled for regular classroom attendance. Parental involvement is still necessary for the optimum development of the child.
3. Curricula materials were found in ample supply and at minimum expense.
4. The classroom arrangement required one teacher and two aides to eight children.
5. To maximize school-home coordination, full access to a telephone is required.

6. The use of the IEP adapted well to the training of this age group.
7. The related service personnel most valuable to this project was a physical therapist with pediatric experience.
8. Having contact with 15 school districts other than the sponsoring district, FAITH staff found that seven districts exhibited willingness to serve children under three. Not all districts were requested to serve this age group.

RECOMMENDATIONS:

The feasibility of services for birth-2 years being incorporated into the existing structure of public school early childhood programs has been established, and this programming should now be included in state mandated services for the handicapped in Texas.

Because of the rapid growth of infants and need for on-going assessment, it appears that infant programming should be planned as a twelve month program.

PERSONNEL RESPONSIBLE:

The two case managers assisted by the two instructional aides provided both home-based and center based instructional activities.

PRODUCT DEVELOPMENT:

Chapter III of the handbook describes Project FAITH educational programming in depth.

CONTINUATION PLANS:

This strategy of the Project FAITH program will be continued by the Longview Independent School District according to state and local policy to fulfill the needs of the handicapped infant within the Longview school district.

V. RELATED SERVICES

TOTAL PROJECT FUNDS EXPENDED: $16.591.54

TOTAL ESTIMATED COST TO REPLICATE: $20,760.68

STRATEGY ACTIVITIES:

1. Transportation--Reimbursement for mileage was made available to parents for trips to the school; however, only 9 chose to take advantage of these funds. Mini-bus service by the school district for children attending school regularly was provided for 2 children.
2. Specially certified personnel--A teacher of the visually handicapped was utilized as consultant for four children. The teacher of the auditorially handicapped was used as consultant for three children.
3. Other professional consultants--
   a. The psychologist was available for evening group meetings and individual counseling. Thirty-seven parents used the services of the psychologist.
   b. The physical therapist evaluated a total of 61 children, 43 of which were followed with developmental activities.
   c. The consultant nutritionists evaluated and made recommendations for a toal of 54 students in the three year period.
   d. Other consultants were secured as follows--Audiologist, 34 children; occupational therapist, 16 children; dental hygienist, 20 children; nurse, 36 children.

SIGNIFICANT FINDINGS:

Consultants with expertise in working with handicapped infants are not readily available in all geographical areas.

Provisions must be made for a physical therapy consultant; other consultants may be secured on an as needed basis.

RECOMMENDATIONS:

State universities should be aware of the need to develop training programs for related service personnel to be employed by educational institutions

for the young, severely and profoundly handicapped child.

PERSONNEL RESPONSIBLE:

The project director was responsible for contracting services. The instructional staff was responsible for communicating family needs and for working in coordination with consultants.

PRODUCT DEVELOPMENT:

Comments on related services are included in the handbook, Chapter III.

CONTINUATION PLANS:

This strategy of the Project FAITH program will be continued by the Longview Independent School District according to state and local policy to fulfill the needs of the handicapped infant within the Longview school district.

VI. IEP REVIEW

TOTAL PROJECT FUNDS EXPENDED: $5137.55

TOTAL ESTIMATED COST TO REPLICATE: $4856.35

STRATEGY ACTIVITIES:

All infants enrolled in Project FAITH received an annual review by his ARD Committee if enrolled 12 months. Documents were reviewed by the committee annually unless recommendations required a shorter review cycle. The committee comprised of all members of the child's management team (teachers, related therapists, parents, and project director) met to consider each child's developmental status, educaitonal arrangment and strategies to determine program continuation, change, reappraisal or termination. Recommendations were formalized and disseminated to parties deemed responsible for execution of committee decision.

SIGNIFICANT FINDINGS and RECOMMENDATIONS:

This project found that the procedurs used by Texas Comprehensive Special Educaiton are applicable for IEP review for Birth-Two.

PERSONNEL RESPONSIBLE:

The project director was responsible for chairing committee meetings. Case mangers prepared the reports for review and recommendations for future programming.

PRODUCT DEVELOPMENT:

Project FAITH's procedures for IEP Review are discussed in the handbook (Chapter III).

CONTINUATION PLANS:

This strategy of the Project FAITH program will be continued by the Longview Independent School District according to state and local policy to fulfill the needs of the handicapped infant within the Longview school district.

VII. PARENT INVOLVEMENT

TOTAL PROJECT FUNDS EXPENDED: $12,001.71

TOTAL ESTIMATED COST TO REPLICATE: $7523.85

STRATEGY ACTIVITIES:

An average of 29 parent meetings per year were held. More than one hundred clock hours of instruction were provided in self-feeding, toilet training, child development, community resources, nutrition, dental hygiene, needs of specific disabilities, swimming, behavior management, and family dynamics.

SIGNIFICANT FINDINGS:

The parents expressed more interest in informational meetings.

On-going assessment of family needs is necessary due to constant changes in needs. FAITH staff found a great variation within the three year period.

The fact that so many of this project's families live a great distance from the school made meetings more difficult. Meetings during the daytime were better attended than those planned for evenings. Parents preferred groups formed according to a specific disability. They also expressed a desire to know parents of older children like theirs. They seemed to benefit from knowing other parents of handicapped children.

RECOMMENDATIONS:

Due to the value of this component of an infant stimulation program, plans should be made at the state level to provide for adequate funding.

PERSONNEL RESPONSIBLE:

The project director was responsible for planning and coordination of activities; teachers, for planning; aides for clerical tasks such as mailings, telephoning, room arrangement, babysitting, etc. Staff participated in whatever ways appropriate for the various meetings.

PRODUCT DEVELOPMENT:

Parent Involvement is discussed in Chapter IV of the handbook.

CONTINUATION PLANS:

This strategy of the Project FAITh program will be continued by the Longview Independent School District according to state and local policy to fulfill the needs of the handicapped infant within the Longview school district.

VII. PROCEDURAL SAFEGUARDS

This area was not addressed in our proposal.

IX. SERVICE COORDINATION

TOTAL PROJECT FUNDS EXPENDED: $3286.74

TOTAL ESTIMATED COST TO REPLICATE: $2370.62

STRATEGY ACTIVITIES:

The FAITH staff maintained an on-going assessment of the sixty-one families needs and available community, state and federal resource agencies.

The FAITH staff assisted in securing appropriate services for its families through 24 agencies. Over the three years, a total of one hundred twenty-nine referrals were made to these agencies. These services and the agencies providing them are reflected on the accompanying table.

SIGNIFICANT FINDINGS:

1. In order to provide comprehensive services for handicapped infants, maximum interagency cooperation is required.
2. An appropriate number of varied resources are available but lack of communication impedes families in availing themselves of these services.

RECOMMENDATIONS:

Knowledge of the central telephone number provided by the Texas Education Agency should be more widespread.

The professional position of Child Service Coordinator should be developed and funded to facilitate use of related services and coordination of outside agencies' services and assure efficient and maximum service delivery to the child.

PERSONNEL RESPONSIBLE:

Case Manager in charge of individual children functional an coordinators in securing needed services.

PRODUCT DEVELOPMENT:

The Project FAITH handbook contains an extensive anotated list of agencies used by staff for assisting FAITH families (pages 84-91).

CONTINUATION PLANS:

This strategy of the Project FAITH program will be continued by the Longview Independent School District according to state and local policy to fulfill the needs of the handicapped infant within the Longview school district.

PROJECT FAITH
SERVICE AGENCIES AND SERVICES PROVIDED
1977-78

SERVICE COORDINATION

Number of Pupils

Service Agencies	Medical Screening & Referral	Comprehensive Diagnostic Examination	Medical Follow-Up	Surgical Treatment	Hearing Evaluation	Eye Evaluation & Treatment	Physical Therapy & Occupational Therapy	Genetic Screening & Counseling	Day Program
Birth Defects Clinic	7								
Diagnostic and Evaluation Center		11							
Blue Bird Circle Children's Clinic		7	2						
Texas Scottish Rite Hospital		5	5	1					
Shriner's Crippled Children's Hospital		1	1	1					
Children's Medical Center			4	5					
Callier Center for Communication Disorders					1				
Orthopedist			4						
Ophthalmologists						7			
Otologist			7						
MHMR								11	
East Texas Treatment Center							5		
Gregg County Association for Retarded Citizens									4
Longview ISD									7

PROJECT FAITH
FUNDING AGENCIES AND FREQUENCY OF USE
1977-78

Number of Pupils

	Comprehensive diagnostic examination	Funding - Surgery	Funding - Appliances, Travel	Financial Assistance
Crippled Children's Program		4	2	
March of Dimes			7	1
State Commission for the Blind		1	4	
State Hearing Program			1	
Texas Dept. of Human Resources				6
Social Security				4
Local Service Clubs			2	
United Cerebral Palsy			1	
University of Texas Medical Branch	1			

X. RESOURCE DELIVERY

TOTAL PROJECT FUNDS EXPENDED: $5605.24

TOTAL ESTIMATED COST TO REPLICATE: $7957.77

STRATEGY ACTIVITIES:

Project FAITH Library was patterned after the Special Education Resource System. Materials were borrowed by families and professionals from the two major divisions: (1) a professional books section for adults (2) a section of learning equipment for children.

1. Resource materials were researched and a supply was procured and maintained based upon family needs and product availability. 2,272 items were selected, inventoried and processed--learning equipment for children, 1,358 items; parent training literature, 914 items.
2. The third year circulation count of 921 items is used to reflect library use, as prescribed by the enrolled children's Individualized Education Plans.

SIGNIFICANT FINDINGS and RECOMMENDATIONS:

An extensive library of educational equipment and parent books is not a necessary component of an infant program. The parents benefited from literature and the therapeutic devices were invaluable, but both could be obtained through other sources. The Educational Service Center and local library should be considered as resources.

PERSONNEL RESPONSIBLE:

The three paraprofessionals on staff were primarily in charge of processing and maintenance. The director and two case managers were responsible for selection.

PRODUCT DEVELOPMENT:

The Project FAITH handbook includes listings of the items found to be most beneficial. Bibliographies are entitled Educational Materials and Therapeutic Devices,

Normal Childhood Development, Adult Training.

CONTINUATION PLANS:

This strategy of the Project FAITH program will be continued by the Longview Independent School District according to state and local policy to fulfill the needs of the handicapped infant within the Longview school district.

XI. PERSONNEL DEVELOPMENT

TOTAL PROJECT FUNDS EXPENDED: $2637.28

TOTAL ESTIMATED COST TO REPLICATE: $5899.67

STRATEGY ACTIVITIES:

1. Project FAITH produced and delivered two workshops for 15 Early Childhood teachers, training them in preparation for the downward extension of early childhood education.
2. Project FAITH staff provided in-depth assistance in evaluation and planning for twenty-six children when they were placed in Early Childhood classrooms.
3. Project FAITH staff served as consultants for twenty-two educators within the district. Forty-one out-of-district educators were impacted.
4. Twenty-three Longview Special Education staff members utilized the FAITH professional library.

SIGNIFICANT FINDINGS:

1. Operating under the philosophy that 0-2 education is a downward extension of the Early Childhood program, all personnel assigned to serving children 0-2 should be knowledgeable in the following aspects of early intervention: education of the severely and profoundly handicapped; developmental programming; interdisciplinary team approach; coordination of services from outside agencies.
2. In-service presentation and workshops, supplemented by participation in professional conferences (i.e., CEC, AAESPH, AAMD) were found to be the most appropriate methods of training personnel since very few university level courses address education of the handicapped infant.
3. Professional books about education of the handicapped infant should be made available to the staff through either the local SERS or through the ESC.

RECOMMENDATIONS:

1. In continuation plans for developmental projects, the state should include efforts to maintain the availability of the uniquely-trained individuals who participated in the original projects.
2. Texas universities should be evaluating and re-designing curriculum to better prepare teacher trainees for infant programming.

PERSONNEL RESPONSIBLE:

The director and two case managers were responsible for staff development activities.

PRODUCT DEVELOPMENT:

Chapter V of the FAITH handbook provides detailed information considered important to staff training in an infant program.

CONTINUATION PLANS:

This strategy of the Project FAITH program will be continued by the Longview Independent School District according to state and local policy to fulfill the needs of the handicapped infant within the Longview school district.

FINAL IMPACT EVALUATION REPORT

FOR PROJECT FAITH

Longview Independent School District
Longview, Texas
June 1978

PREFACE

This report presents the results of the 1977-78 project year evaluation conducted for Project FAITH (Family Assistance for Infants and Toddlers with Handicaps). The project, conducted under the auspices of the Longview Independent School District, was conceived and designed to address the educational needs of handicapped infants and toddlers and their parents. The project is just completing its third and final year serving children under the age of three.

This report presents evaluative data categorized into five sections: pupil identification; educational programming; parental involvement; staff development/training; and project evaluation. The information covers a variety of topics including identification processes, staff development and student performance. The results are very favorable indicating a very successful year and overall, a successful project. All objectives for the current year and for the three year period were addressed and most planned activities achieved.

Ellen Anderson
Project Director

Earl McCallon
Project Evaluator

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INTRODUCTION

The evaluation of Project FAITH during the 1977-78 project year (and for each operation year during the past two years) utilized a comprehensive evaluation design. This design was finalized and submitted to the funding agency during the first few months of each year.

The evaluation design for 1977-78 focused on the eight major objectives for the project during the current year and a comprehensive set of 19 activities designed to facilitate achievement of these objectives. Figure 1 presents an overview of the steps utilized in constructing the evaluation plan.

As a starting point, objectives and corresponding activities were classified into two major categories: Administrative/support enabling objectives and student performance objectives. A careful consideration was then given to a delineation of information needed to adequately evaluate. Three aspects were considered: sources (personnel and populations); documentation; and time frames.

After this general information was determined, careful consideration was given to specific data collection procedures. At this point, each data element needed was matched with the most appropriate source for securing the information; the specific instrumentation (data collection device) determined; the collection methodology specified; special conditions noted; and a collection schedule established.

Data analysis and reporting were the last major steps in the developing of the evaluation model. At this point, the most appropriate analysis procedures and means of performing these analyses were selected. Reporting populations were identified and reporting modes and schedules determined.

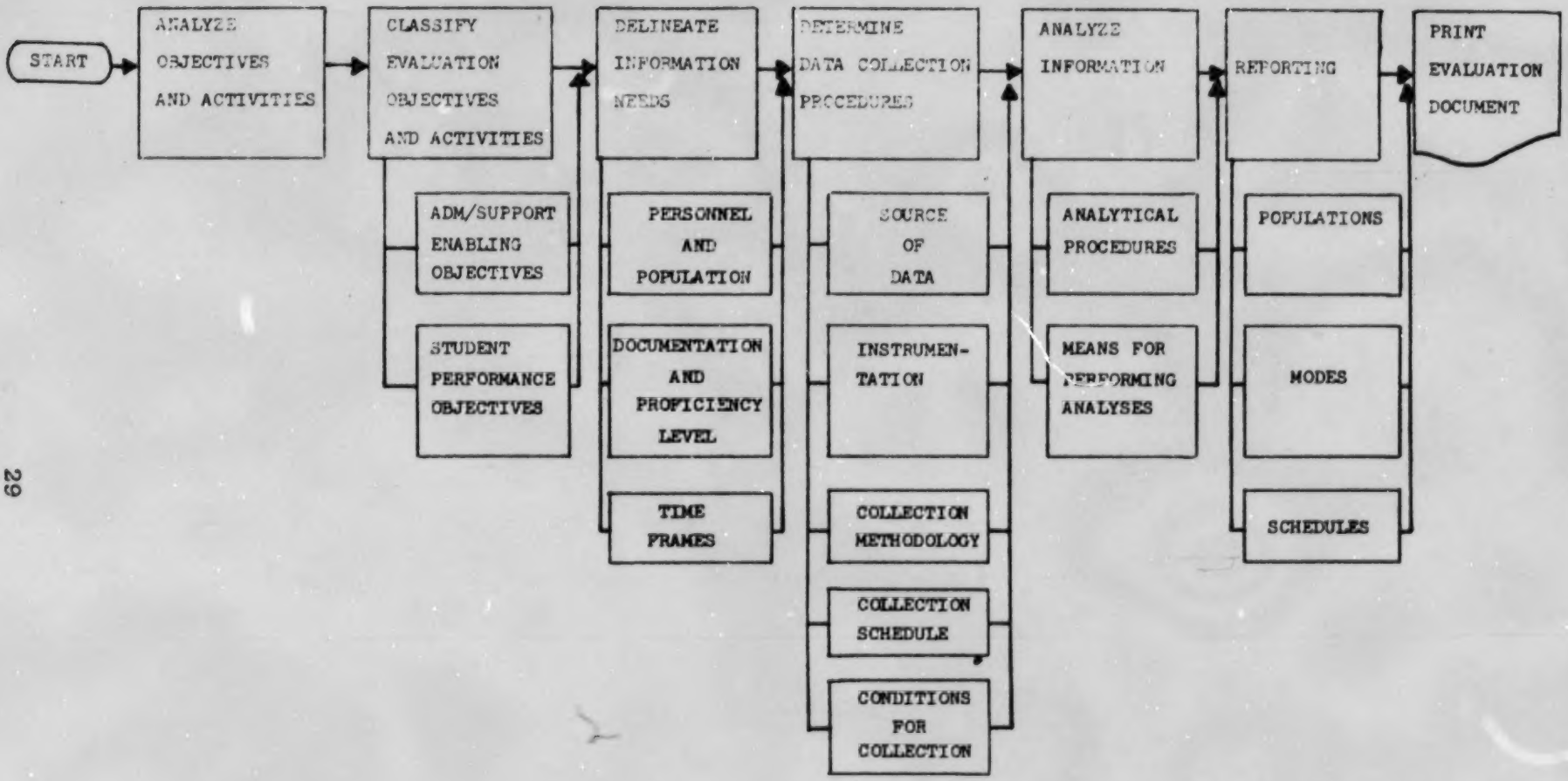


FIGURE 1: Steps in Constructing and Implementing the Evaluation Design

EVALUATION PLAN

To facilitate the evaluation process, a series of evaluation specification charts were constructed containing the following information:

- Activity to be performed
- Reporting category
- Performance population
- Measurement procedures
- Measurement schedules
- Method of analysis of resulting information

The evaluation specification charts are found in Appendix A. These charts served as the basic monitoring and summative guide for the evaluation effort.

It was decided for ease of presentation that the evaluation should revolve around five categories. These were:

Number	Categories
I	Pupil Identification
II	Educational Programming
III	Parental Involvement
IV	Staff Development/Training
V	Project Evaluation

Following this pattern, the results are presented according to these five categories.

PROJECT STAFF

Project FAITH, during the 1977-78 project year, operated with a very capable project staff composed of the following personnel:

Ellen Anderson, Director

Marilyn Lantrip, Language and Speech Teacher

Ann Holbrook, Diagnostic Teacher

Sarah Weaver, Instructional Aide

Donna Nichols, Instructional Aide

Dianne Gregory, Secretary

PROJECT OBJECTIVES

Prior to the beginning of 1977-78 year, eight objectives were stated. These were:

1.0 Continue to assess current needs of handicapped children and their families being served and gather statistical information concerning children to be served.

2.0 Complete a comprehensive developmental evaluation of each child utilizing developmental measurement instruments, medical examinations, and/or other special evaluation reports.

3.0 Provide a written plan based on a complete evaluation in order to fulfill the educational needs of each child in the program.

4.0 Provide individualized instruction based on the goals and objectives set forth in the child's IEP and related (ancillary) services to enhance instruction as demanded by the specific needs of children in the project.

5.0 Continue a strong parental involvement program in the project.

6.0 Continue to assess the needs, coordinate the delivery of services and utilization of learning aids for the parents of children in the project.

7.0 Provide staff development for non-project personnel.

8.0 Conduct an evaluation of the 1977-78 project year activities that addresses both process and impact dimensions.

To accomplish these objectives, a series of 19 specific activities were formulated. As indicated earlier, these activities were clustered around five major dimensions of the project. The results are reported according to these areas with specific results for each activity.

CURRENT STATUS OF PROJECT

Project FAITH is finishing its third and final year of project operations. The project has served pupils in seven counties (Camp, Cass, Upshur, Gregg, Harrison, Rusk and Panola) and 16 school districts. (See Appendix B.) The largest concentration of pupils is in Gregg County followed by Rusk, Harrison and Upshur.

Table 1 presents current and three year project operations. During the three years the project responded to 81 families' requests for services. A total of 61 students were enrolled and received programmed educational services. The pupils are distributed across 11 handicapping catagories with the largest number of pupils classified as cerebral palsy. Their ages at the time of enrollment ranged from less than 3 months to almost 36 months with the largest number being between 24 and 36 months old. Probably more important is the fact that 54% of the students served can be classified as severely and profoundly handicapped.

TABLE 1

PROJECT FAITH

STUDENT ACCOUNTING

ENROLLMENT:

Current. 38 (1977-78)
In Follow-Up 23
Cumulative . . . . . .61 (3 years)

Screened & Referred
To Other Agencies 20

Total number of families receiving services . . . . . 81 (3 years)

Age At Enrollment	Down's Syndrome	Dev. Delay No Diagnosis	Multi-Handicapped	M B I	Orthopedically Handicapped	Cerebral Palsy	Visually Handicapped	Auditorially Handicapped	Hydrocephalic	Spina Bifida	Other Syndromes*
Below 36 mos.		6	2	1	1	3	1	2		1	4
Below 24 mos.	1	3				3	1				
Below 18 mos.	1	2	3		2	5	1	1			1
Below 12 mos.			3			2	1		1	1	1
Below 6 mos.	2					1					
Below 3 mos.	2									1	1

*Treacher-Collins
Noonan's
Multiple Congenital Anomalies
Hemihypertrophy
Tuberous Sclerosis

SUMMARY OF 1977-78 PROJECT YEAR EVALUATION RESULTS

Presented in this section are the evaluation results growing out of the current project year evaluation. The evaluation process followed the procedures described earlier and involved an evaluation of processes used and student performance. The evaluation results are reported by project activity. These activities have been grouped into five categories: pupil identification; educational programming; parental involvement; staff development/training; and project evaluation.

Pupil Identification

Table 2 presents the results obtained from an analysis of data associated with the five activities in the pupil identification area. Performance levels for these activities were very satisfactory. No discrepancies were noted. The evaluation methodology consisted of examination of project records and documents along with interviews with project personnel.

A major activity was represented by activity number 2.1 which provided for an assessment of student progress. Three measures, the Developmental Profile (Alpern-Boll), the Denver Developmental Screening Test (Denver), and the Gesell Motor Development Test (Gesell) were utilized to assess student performance levels. The Alpern-Boll and Gesell were employed to assess student progress.

Table 3 presents a summary of student performance on the Alpern-Boll Developmental Profile. The 21 students contained in the summary were pretested and posttested over an average of 10.4 months. Progress

TABLE 2

EVALUATION RESULTS FOR THE PUPIL IDENTIFICATION REPORTING CATEGORY

Activity	Results	Discrepancy
1.1 Maintain a public information and awareness program covering the needs of handicapped children through radio, television, newspapers, newsletters, etc.	Television and radio efforts were employed. Several civic clubs were impacted; presentations to classes from three universities were made along with other endeavors.	None
1.2 Conduct home visits for each referred child to survey the environment and explain Project FAITH services.	Home visits were made to each of the 24 students referred during the year.	None
2.1 Administer the Alpern-Boll Developmental Profile, Denver Developmental Screening Tests, and the Gesell Motor Development Test to assess the performance levels of children in the project.	Scores were attained for 20 of the 24 referred students during the year. Results are reported in the document under the student performance section.	None
2.2 Compile medical histories for children in the project (i.e., general health statements, immunization records). These records will be obtained from medical personnel currently serving the children.	All appropriate records were compiled and utilized for all students.	None
2.3 Assemble other professional reports as needed and compile a developmental evaluation summary with recommendations directed to the ARD Committee within 60 days after the date of initial contact.	Reports were compiled and IEP recommendations made.	Some recommendations were made more than 60 days after date of initial contact.

Table 3

OVERALL AVERAGE GAIN AND AVERAGE GAIN PER MONTH IN PROGRAM FOR PROJECT FAITH STUDENTS ON FIVE SUBTESTS OF THE ALPERN-BOLL DEVELOPMENTAL SCALES (N=21)

Scale	Average Gain	Average Gain/Month
Physical	6.57	.63
Self Help	10.00	.96
Social	9.62	.92
Academic	8.00	.77
Communication	8.66	.83

tended to be slightly less than one month per month of instruction ranging from a high of .96 months progress per month of instruction on the Self Help scale to a low of .63 months progress per month of instruction on the Physical scale.

Figure 2 depicts the five scales in terms of progress by the 21 students. The best progress occurred in the areas assessed by the Self Help, Social and Communication scales with less progress occurring on the Academic and Physical scales.

Figure 3 shows the average entry level for students and the end-of-year level on the Gesell Developmental Scale. Chronological age between beginning and ending moved from an average of 20.0 months to 29.2. Developmental age during this time period changed from an average of 10.0 months tO 14.1. Thus, the pupils tended to continue to fall behind developmentally as indicated by the beginning discrepancy of 10.0 months (actual vs. developmental age) and end-of-year discrepancy of 15.1.

It is very difficult to assess the meaning of these data as is so often the case in special education programs. The data need to be compared to other projects and other programming practices.

Educational Programming

A major effort in the evaluation process consisted of looking at educational programming. Eight activities stated for the project were specifically related to this phase. All activities were satisfactorily performed and no discrepancies were evident. These results are reflected in the summary table, Table 4.

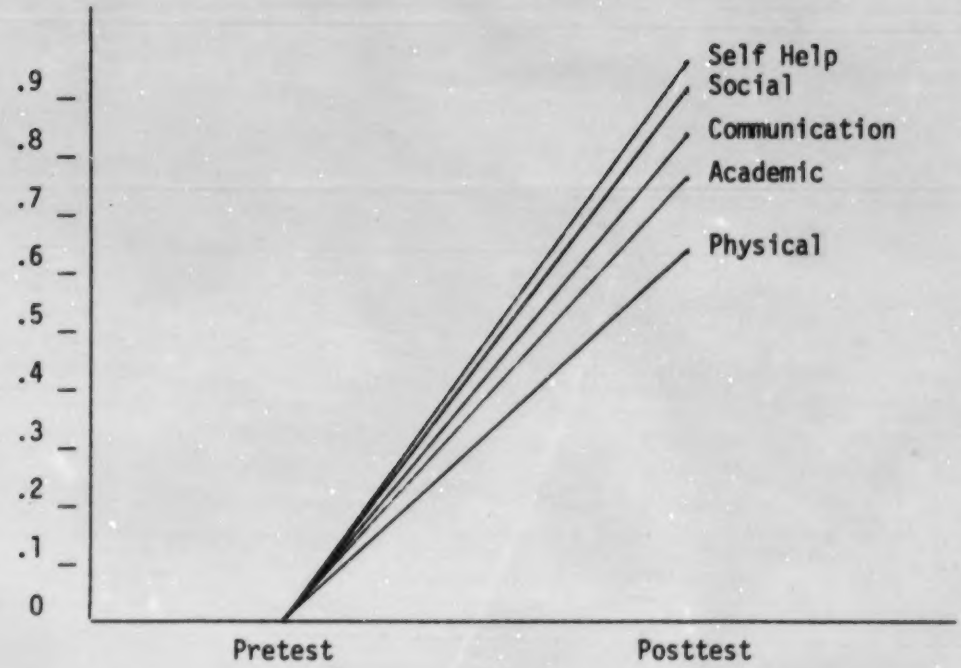
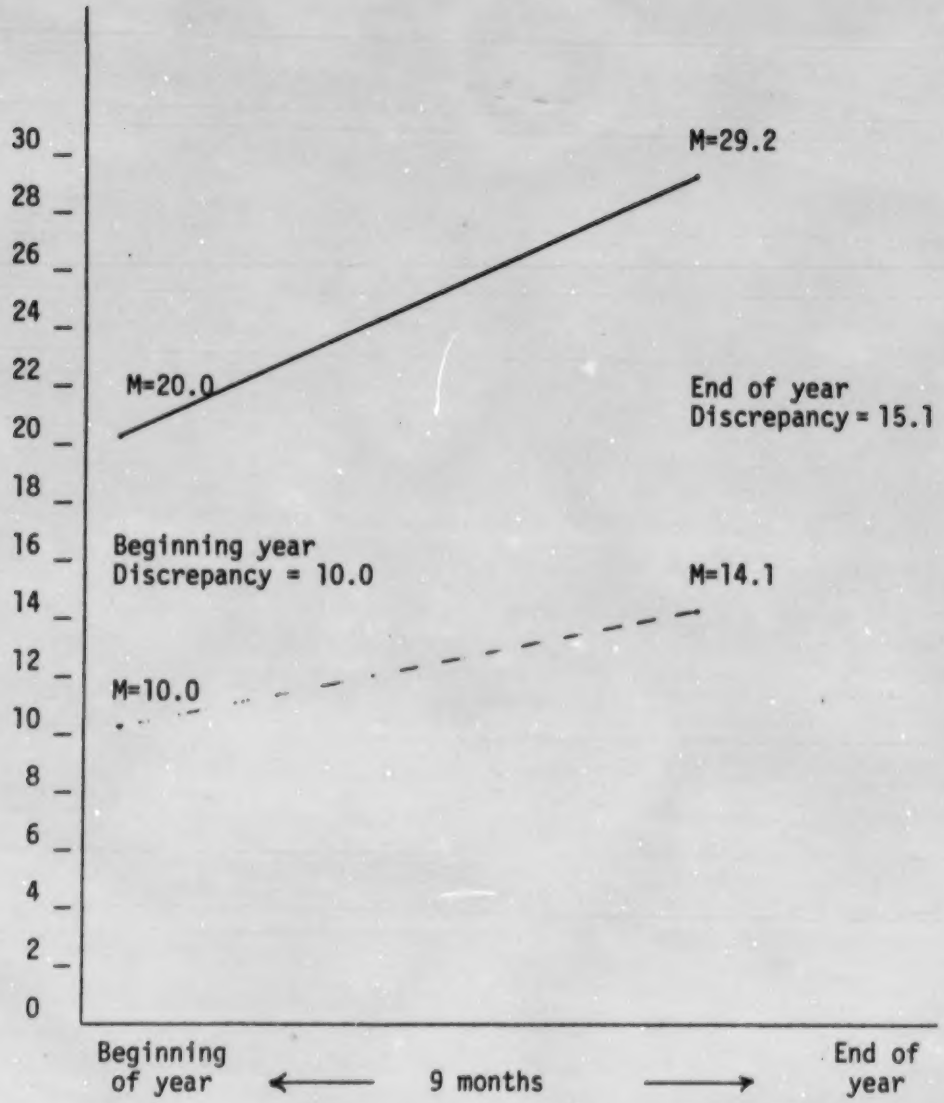


Figure 2: PROGRESS PROFILES - AVERAGE GAIN PER MONTH IN PROGRAM (ALPERN-BOLL DEVELOPMENTAL PROFILE)



Legend: ———— Chronological Age (Months)

– – – – – Gesell Developmental Age (Months)

M = Mean Score

Figure 3: AVERAGE CHANGE IN ACTUAL AGE AND GESELL DEVELOPMENTAL AGE SCORES FOR 23 PUPILS IN PROJECT FAITH

TABLE 4

EVALUATION RESULTS FOR THE EDUCATIONAL PROGRAMMING REPORTING CATEGORY

	Activity	Results	Discrepancy
3.1	Maintain a complete and up-to-date eligibility file for each child for review by the screening committee.	File was maintained and kept up-to-date.	None
3.2	Develop (as an outgrowth of the IEP Committee recommendation to enroll the child in Project FAITH an Individualized Education Plan including long-range and short-term educational objectives and assign educational placement according to the child's needs.	IEP's were developed and utilized in educational programming for each student.	None
4.1	Conduct an annual review of all active IEP's being implemented by Project FAITH as needed but prior to May 30, 1978.	Review was conducted and completed as of May 26, 1978.	None
4.2	Utilize a variety of sources for developmental activities (i.e., Portage Guide to Early Education) in a home-based or classroom instructional arrangement as determined by the IEP Committee.	Sources were identified and utilized as reflected by IEP's.	None
4.3	Provide ancillary services as needed (i.e., transportation, consultative services) to enhance the IEP for each child.	A variety of ancillary services were provided including transportation and consultative services.	None
6.1	Conduct an on-going assessment of needs expressed by parents and the availability of services to meet these needs.	Continuous monitoring of needs was done through formal and informal methods. (See telephone records and activity reporting sheets.)	None
6.2	Provide assistance to the families of enrolled children in securing services with such activities as referrals, forwarding of records, facilitating appointments, etc.	These services were provided as evidenced by telephone and activity record sheets.	None
6.3	Coordinate a lending service for learning aids including materials for adults and children.	Service was provided. A total of 921 materials were disseminated.	None

Parental Involvement

Presented in Table 5 are the two activities related to parental involvement. Ten parent meetings were held by project staff and/or the consulting psychologist, Dr. Stephen Westmoreland. The results of these efforts were very satisfactory.

Staff Development/Training

Two activities were concerned with staff development/training. Table 6 presents a summary of this effort. The training focused on Early Childhood teachers helping them prepare for a downward extension of Early Childhood education. A strong staff development thrust was maintained and was favorably received.

Project Evaluation

Project evaluation revolved around three major categories of activities: the development of an evaluation model; continuous monitoring of activities and events; and the development of summative data to document progress and project attainment. These three dimensions were expressed in two activities listed in the evaluation plan and shown in Table 7. Both activities were performed satisfactorily.

SUMMARY AND CONCLUSIONS CONCERNING THE 1977-78 PROJECT YEAR

This report addressed the evaluative effort for Project FAITH during the 1977-78 project year. The evaluation effort revolved around eight objectives and 19 specific activities clustered into five categories.

TABLE 5

EVALUATION RESULTS FOR THE PARENTAL INVOLVEMENT REPORTING CATEGORY

Activity	Results	Discrepancy
5.1 Conduct a needs assessment for parents of children enrolled during the 1977-78 year.	Informal assessments were made continuously during the year.	The questionnaire phase that was planned for early fall was not done.
5.2 Arrange for and utilize consultants and community resource persons (i.e., physical therapist, psychologist) to conduct parent meetings during the 1977-78 year.	A total of 10 meetings were held with approximately 50 participants. Dr. Westmoreland and other consultants were utilized. Reactions were very favorable.	None

TABLE 6

EVALUATION RESULTS FOR THE STAFF DEVELOPMENT/TRAINING REPORTING CATEGORY

Activity	Results	Discrepancy
7.1 Plan and conduct a workshop for Early Childhood teachers to help prepare them for the downward extension of early childhood education.	Two sessions were held. Approximately 15 teachers attended. Reactions were favorable.	None
7.2 Provide consultative and evaluation assistance to other district personnel, particularly Early Childhood teachers as they plan for specific children.	Both group and individual assistance was provided. These were recorded on the activity record forms and are available.	None

TABLE 7

EVALUATION RESULTS FOR THE PROJECT EVALUATION REPORTING CATEGORY

Activity	Results	Discrepancy
8.1 Construct a project evaluation design that addresses the pupil identification, educational programming, parental involvement, and staff development phases of the project and implement the design during the 1977-78 project year.	The evaluation plan was constructed and utilized during the project year for formative and year-end evaluation.	None
8.2 Produce a comprehensive evaluation summary that addresses both staff and performance objectives.	This report represents the attainment of this objective.	None

Using the evaluation design described in the first part of this report and the information contained in the report, the following conclusions were drawn:

1. The project operated in a manner congruent with the project proposal. All objectives and planned activities were addressed in a satisfactory manner.

2. Project personnel demonstrated the ability to perform assigned tasks and a willingness to achieve project objectives. Project personnel continued to represent a strong aspect of the project.

3. A concerted effort was maintained in the areas of pupil identification and educational programming. Student progress was tracked on a variety of measures. Results have been positive and are reported in this document.

4. A strong parental involvement thrust was maintained and was effective.

5. The staff development effort during the year was very adequate. The impact will undoubtedly have an effect for years to come.

In summary, it can be noted that the project, overall, achieved a high degree of success in meeting project objectives during the 1977-78 project year. Furthermore, the data that has been collected should provide invaluable assistance to school districts seeking to implement such services.

SUMMARY AND CONCLUSIONS FOR THE THREE YEARS OF PROJECT FAITH

During the past three years, Project FAITH has worked in seven counties in East Texas with 16 school districts to demonstrate the need for and methods of programming for severely handicapped children, ages birth through 2 years. The project has been highly successful in achieving its goals. This is evidenced by the large number of students identified and served during the past three years.

In conclusion , the following points should be noted:

Public awareness activities, especially with the medical professionals should be emphasized.

The assessment instruments utilized by this staff proved effective in determining eligibility and level of functioning, as well as being adaptible to a downward extension of existing state policies on admission to special education programming.

In serving the handicapped infants, educational programming, its implementation, and review all can readily be accomplished under existing state policy concerning such activities.

Related personnel, coordinated services, and parental involvement are indispensible components of effective infant programming.

The Longview Independent School District, upon the receipt of funding for this project, was commissioned to develop and implement a educational program for handicapped children birth through two years of age. The feasibility of this program being incorporated into the existing structure of public school early childhood programs has been established. This programming should now be included in the state mandated services for the handicapped in Texas.

APPENDIX A

EVALUATION SPECIFICATION CHARTS

OBJECTIVE 1.0: Continue to assess current needs of handicapped children and their families being served and gather statistical information concerning children to be served.

Enabling Objectives	Reporting Category	Data Collection Procedure	Data Collection Schedule	Data Analysis Procedures
1.1 Maintain a public information and awareness program covering the needs of handicapped children through radio, television, newspapers, newsletters, etc.	I	Copies of media releases and records of programs	Continuous during project year	Frequency and percent
1.2 Conduct home visits for each referred child to survey the environment and explain Project FAITH services.	I	Initial contact forms, appointment records and telephone records	Upon referral visit	Frequency count

OBJECTIVE 2.0: Complete a comprehensive developmental evaluation of each child utilizing developmental measurement instruments, medical examinations and/or other special evaluation reports.

Enabling Objectives	Reporting Category	Data Collection Procedure	Data Collection Schedule	Data Analysis Procedures
2.1 Administer the Alpern-Boll Developmental Profile, Denver Developmental Screening Test, and the Gesell Motor Development Test to assess the performance levels of children in the project.	I	Testing	As required during the year	Percentiles, age equivalency scores
2.2 Compile medical histories for children in the project (i.e., general health statements, immunization records). These records will be obtained from medical personnel currently serving the children.	I	Interagency correspondence	As children are identified	N/A
2.3 Assemble other professional reports as needed and compile a developmental evaluation summary with recommendations directed to the ARD Committee within 60 days after the date of initial contact.	I	Testing, correspondence and face-to-face interviews	As children are identified	N/A

OBJECTIVE 3.0: Provide a written plan based on a complete evaluation in order to fulfill the educational need of each child in the program.

Enabling Objectives	Reporting Category	Data Collection Procedure	Data Collection Schedule	Data Analysis Procedures
3.1 Maintain a complete and up-to-date eligibility file for each child for review by the screening committee.	II	Testing and interviewing	Continuous during year	N/A
3.2 Develop (as an outgrowth of the ARD Committee recommendation to enroll the child in Project FAITH) an Individualized Educational Plan including long range and short term educational objectives and assign educational placement according to the child's needs.	II	N/A	Continuous during year	N/A

OBJECTIVE 4.0: Provide individualized instruction based on the goals and objectives set forth in the child's IEP and related (ancillary) services to enhance instruction as demanded by the specific needs of children in the project.

Enabling Objectives	Reporting Category	Data Collection Procedure	Data Collection Schedule	Data Analysis Procedures
4.1 Conduct an annual review of all active IEP's being implemented by Project FAITH as needed but prior to May 30, 1978.	II	Review of eligibility files	N/A	N/A
4.2 Utilize a variety of sources for developmental activities (i.e., Portage Guide to Early Education) in a home-based or classroom instructional arrangement as determined by the ARD Committee.	II	Family contact schedules and class attendance records.	Daily records maintained	Sums by category
4.3 Provide ancillary services as needed (i.e., transportation, consultative services) to enhance the IEP for each child.	II	Eligibility files, agendas and consultant reports	As needed	N/A

OBJECTIVE 5.0: Continue a strong parental involvement program in the project.

Enabling Objectives	Reporting Category	Data Collection Procedure	Data Collection Schedule	Data Analysis Procedures
5.1 Conduct a needs assessment for parents of children enrolled during the 1977-78 year.	III	Questionnaire to population of parents	By September 15, 1977	Frequency and percent by item
5.2 Arrange for and utilize consultants and community resource persons (i.e., physical therapist, psychologist) to conduct parent meetings during the 1977-78 year.	III	Attendance rosters and program summaries	As meetings are conducted	Participant and session totals

OBJECTIVE 6.0: Continue to assess the needs, coordinate the delivery of services, and utilization of learning aids for the parents of children in the project.

Enabling Objectives	Reporting Category	Data Collection Procedure	Data Collection Schedule	Data Analysis Procedures
6.1 Conduct an on-going assessment of needs expressed by parents and the availability of services to meet these needs.	II	Face-to-face conferences and telephone interviews	Continuous as opportunities arise	Frequency and percent
6.2 Provide assistance to the families of enrolled children in securing services with such activities as referrals, forwarding of records, facilitating appointments, etc.	II	Telephone records and activity reports	Continuous during the year	Frequency and percent
6.3 Coordinate a lending service for learning aids including materials for adults and children.	II	Materials check-out and inventory records	Continuous during the year	Frequency and percent

OBJECTIVE 7.0: Provide staff development for non-project personnel.

Enabling Objectives	Reporting Category	Data Collection Procedure	Data Collection Schedule	Data Analysis Procedures
7.1 Plan and conduct a workshop for Early Childhood teachers to help prepare them for the downward extension of early childhood education.	IV	Workshop Evaluation Rating/ Evaluations	At conclusion of workshop	Frequency/ percent by questionnaire item
7.2 Provide consultative and evaluation assistance to other district personnel, particularly Early Childhood teachers as they plan for specific children.	IV	Activities reporting records	As assistance is provided	Frequency/ percent

OBJECTIVE 8.0: Conduct an evaluation of 1977-78 project year activities that addresses both process and impact dimension.

Enabling Objectives	Reporting Category	Data Collection Procedure	Data Collection Schedule	Data Analysis Procedures
8.1 Construct a project evaluation design that addresses the pupil identification, educational programming, parental involvement, and staff development phases of the project and implement the design during the 1977-78 project year.	V	Questionnaires, telephone records, activity reports, and student test data	As specified in the evaluation design	N/A
8.2 Produce a comprehensive evaluation summary that addresses both staff and performance objectives.	V	N/A	May-June 1978	N/A

APPENDIX B

DISTRIBUTION OF STUDENTS SERVED
BY COUNTIES

PROJECT FAITH SERVICE AREA

7 counties served
61 children enrolled
16 ISD's served

ISD's by County:

Gregg: Longview, Kilgore, Spring Hill
White Oak, Pine Tree,
Gladewater

Harrison: Marshall, Harleton

Rusk: Henderson, Overton, Tatum

Upshur: Gilmer Camp: Pittsburgh
Ore City Cass: Hughes Springs

Panola: Carthage

May 30, 1978

COST ANALYSIS

STRATEGIES REPORT

Type of Handicapped Children Served	Number of Children Served in these Strategies				
	0-2 Years	3-5 Years	6-17 Years	18 and Over	TOTAL
(1) Trainable Mentally Retarded	16				
(2) Educable Mentally Retarded	10				
(3) Learning Disabled					
(4) Emotionally Disturbed					
(5) Other Health Impaired	2				
(6) Crippled	19				
(7) Visually Handicapped	4				
(8) Deaf-Blind					
(9) Deaf	3				
(10) Hard of Hearing	1				
(11) Speech Impaired	6				
(12) TOTAL	61				

Type of Handicapped Children Served	Number of Personnel Receiving Training in these Strategies				
	Teachers	Teacher Aides	Parents	Other	TOTAL
(1) Trainable Mentally Retarded	6	2	29	192	229
(2) Educable Mentally Retarded	4	1	18	120	143
(3) Learning Disabled					
(4) Emotionally Disturbed					
(5) Other Health Impaired	1		3	24	28
(6) Crippled	6	3	34	229	272
(7) Visually Handicapped	1	1	7	48	57
(8) Deaf-Blind					
(9) Deaf	1	1	5	35	42
(10) Hard of Hearing	1		2	12	15
(11) Speech Impaired	5	1	11	72	89
(12) TOTAL	25	9	109	732	875

PROJECT REPORT

Type of Handicapped Children Served	Number of Children Served with these Project Funds				
	0-2 Years	3-5 Years	6-17 Years	18 and Over	TOTAL
(1) Trainable Mentally Retarded	16				
(2) Educable Mentally Retarded	10				
(3) Learning Disabled					
(4) Emotionally Disturbed					
(5) Other Health Impaired	2				
(6) Crippled	19				
(7) Visually Handicapped	4				
(8) Deaf-Blind					
(9) Deaf	3				
(10) Hard of Hearing	1				
(11) Speech Impaired	6				
(12) TOTAL	61				

Type of Handicapped Children Served	Number of Personnel Receiving Training from these Project Funds				
	Teachers	Teacher Aides	Parents	Other	TOTAL
(1) Trainable Mentally Retarded	6	2	29	192	229
(2) Educable Mentally Retarded	4	1	18	120	143
(3) Learning Disabled					
(4) Emotionally Disturbed					
(5) Other Health Impaired	1		3	24	28
(6) Crippled	6	3	34	229	272
(7) Visually Handicapped	1	1	7	48	57
(8) Deaf-Blind					
(9) Deaf	1	1	5	35	42
(10) Hard of Hearing	1		2	12	15
(11) Speech Impaired	5	1	11	72	89
(12) TOTAL	25	980	109	732	375

PROJECT FAITH
1975-1978

Description	Total Expended in these Strategies
Payroll Costs	$ 17,004.16
Purchased and Contracted Serv.	3.472.54
Supplies/ Materials	857.44
Other Operating Expenses	605.84
Capital Outlay Equipment	631.58
TOTAL	$ 22,571.56

*Total Estimated Cost to Replicate (for one year) figures are based on total funds expended during Project FAITH's three years. Project FAITH was regional program, serving seven counties. Child teaching was home-based with an average of thirty-five children being served each year.

PRODUCT DEVELOPMENT

HANDBOOK: Implementing an Educational Program for the HANDICAPPED INFANT in the PUBLIC SCHOOL

Manual written for school administrators and others to provide information for replication purposes. Available through local education service centers.

SLIDE-TAPE PRESENTATIONS:

Overview of Project FAITH
Physial Therapy--A Related Service

Available through the Texas Learning Resource Center and the Longview School District.

FINAL REPORT:

Significant findings, recommendations, and impact evaluatin etc. Available through the Texas Learning Resource Center and the Longview School District.

DISSEMINATION ACTIVITIES

The most thorough dissemination activity produced by Project FAITH staff was in the sharing of information with the early childhood staff housed in the same elementary school building. In working together closely to fulfill child needs, by the end of the third project year, these staffs could probably have been interchanged with relative ease.

The slide tape presentation was used by staff for community awareness and for providing replication information. It was used in classes at five universities and colleges reaching more than 600 students, as well as presented to over 30 student teachers in the Longview district spring of 1978. It was also presented at a regular special education directors meeting at the Region VII Education Service Center. When slide-tape presentations were made, they were always accompanied by information on evaluation, programming, curriculum, parental involvement, etc.

Upon invitation from the American Association for the Education of the Severely and Profoundly Handicapped, staff members presented at the annual national meeting in San Francisco in October, 1977. A return invitation was made for October, 1978, but was declined.

The final dissemination activity was performed during the month of May, as ARD meetings were completed for the last time. ARD's were conducted in the district, preferably in the school building, where the child would be enrolled next. Special education personnel from the other district were asked in advance if participation was desired. All except one district agreed to participate and to attempt to serve children under age three as best they can next year.

Copies of the handbook were distributed to persons in the area who have had contact with project personnel and seemed interested in using project information in their situation. Fifty copies were provided for this purpose. No other dissemination is planned for activation in following years by the local district, although a service program for infants will be continued.